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AUTHOR Stuijt, Mark
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ABSTRACT

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union--the southwestern part of France, also known as the North Basque country. Details are provided about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is Basque or Euskara. It is a language completely surrounded by Indo-European languages and yet is totally different--a fact that has interested researchers for centuries. It is spoken in three provinces in France and four in Spain. (Contains 24 references.) (KFT)

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The Basque language in education in France

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Mercator-Education
P.O. Box 54
8900 AB Ljouwert/Leeuwarden
The Netherlands

tel.: +31-58-2131414
fax: +31-58-2131409

e-mail: mercator@fa.knaw.nl
website: http://www.fa.knaw.nl/mercator

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This regional dossier was established by Mark Stuijt, assisted by Maido Garay, Mme Basmoreau and Mr. Thierry Del·bel. It is inspired by the Occitan dossier as regards the education system in France. Data reflect the situation in 1996-1997, unless stated otherwise.

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Foreword to the regional dossiers

background

For several years now, Mercator-Education has attempted to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of that State and which are traditionally used within a given territory of that State by nationals of that State forming a group numerically smaller than the rest of the State's population.[1] To date, Mercator-Education has been successful in establishing a computerized data bank containing bibliographic data, information about persons and organizations involved with minority language issues, and data collected during four inventory studies on pre-school education (Goot, Renkema & Stuijt, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents stating in brief the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers it is intended to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Community. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures, and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research (further reading and addresses are included) or as a source of ideas for improving educational provision in their own region.

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of all levels of education in Member States of the European Union.[2] The information provided in the regional dossiers is focused on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region under study, followed by six sections each dealing with a specific level of the educational system. Sections eight to ten cover research, prospects and summary statistics. These brief descriptions contain factual information presented in a readily accessible way. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources.

1 Introduction to this issue

language

Basque, or *Euskara*, is a language completely surrounded by Indo-European languages and yet it is totally different. This aspect has interested European researchers for centuries. More recently, also in Japan and the US the interest has grown considerably. The obscure origins of Basque made numerous theories arise to account for its ancestry. It is beyond the scope of this dossier to enumerate such theories[3].
Nowadays, the area where Basque is spoken, is called *Euskal Herri* or Basque Country. This area comprises seven historical provinces: four in Spain (Araba/Alava, Bizkaia/Vizcaya, Gipuzkoa/Guipuzcoa and Nafarroa/Navarra) called Southern Basque country or Hegoalde, and three in France (Lapurdi/Labourd, Nafarroa Beherea/Basse Navarre and Zuberoa/Soule). In this dossier we will discuss the situation of the North Basque country or Iparralde. Iparralde occupies about

two fifths (3,060 km^2) of the French *département* Pyrénées-Atlantiques.

population

Of all 212,400 inhabitants in Iparralde[4], there are approximately 67,000 Basque speakers or 32 %. Recent surveys show that though the number of Basque speakers in Iparralde is diminishing, there is a general tendency favourable towards the promotion of the use of Basque, also in public domains. It has to be mentioned that in Iparralde Basque has never been used by the authorities.

legislation

In France the Basque language, just like other regional languages, has no specific status nor any official recognition. It is unlikely that this situation will change within short: the negative French attitude towards signing the European Charter of Regional and Minority Languages of the Council of Europe may be indicative.

education system

The French education system is largely state controlled although some decentralization measures were taken in the eighties. School attendance is compulsory from 6 to 16, but children can be accepted in schools from the age of 2 years. Curricula are being made for all compulsory schooling levels. A basic principle is free public education and the opportunity for every young person to take up vocational training before he or she leaves the system[5]. During the period of compulsory education, payment of family allowances to parents is subject to registration and regular school attendance of their children. Iparralde shares the education system with all other regions of France.

public and private

In its constitution, France advocates the idea of state education in order to promote the values of the Republic itself. All teachers are paid by the national government through its Public Education Department (*Education Nationale*).

Alongside the public education system, there are various categories of private schools. The most common ones are the confessional, catholic schools. In most cases these schools have signed a contract with the State, allowing them substantial support for teachers' salaries and teacher training. Such schools must adhere to timetables applied to public education.
Another type of schools present in Iparralde are the Basque immersion schools or *ikastolas*: they will be discussed below.

specific provisions for regional languages

Since the Deixonne law (1951) and subsequent implementation measures, such as the Savary circular (1982), Basque language and culture may be taught for 1 to 3 hours a week in public education, if the teacher is willing and able to do it. Therefore extra teaching hours are offered outside the curriculum.
According to the Savary circular, also bilingual sections in public education institutes can be set up upon the request of at least 15 parents and with the consent of the mayor.
Since 1991 a committee for regional languages works essentially to fix the exam for regional language and culture at the end of upper secondary school (*baccalauréat*), and sets up a list of voluntary teachers and examiners.
In 1995, the Bayrou memorandum states the necessity of setting up a plan at the level of the *académie* for the teaching of Regional Languages and Cultures, including teacher training.
Whether in public, catholic, or *ikastola* schools, the initiatives for introducing Basque have been encouraged by parents and teachers, rather than by officials.

ikastolas

The *Seaska* association (which means literally "cradle") was set up in Iparralde as an initiative of parents and teachers, who wish to recover the Basque language by immersion education.
Analogous initiatives were also taking place in the Hegoalde. In 1969 it launched its first Basque medium school. Nowadays these *ikastola schools* can be found all over Iparralde. The number of *ikastolas* is still growing. The pedagogical reasons for choosing immersion teaching are that children must be able

to express themselves in Basque and be able to receive instruction through that language. A necessary condition for this teaching is that both school activities and out of school activities are carried out through Basque. Therefore the Seaska association exerts itself to encourage language development in a Basque surrounding. Seaska had to wait until 1982 to receive funding from the State, at the occasion of the agreement with *Education Nationale*. According to this agreement the Ministry takes over the teachers' salaries and takes care of their training and establishes the conditions and the contents of teaching. The agreement has to be renewed every year. Although formally still private schools, the *ikastolas* grow gradually towards public education and receive also funding from local authorities such as the *département* and the towns or villages where such schools are set up. At this moment some 70 % of the funding comes through regional or state authorities. Parents have to contribute financially even though the schools are to be considered as part of the public education system. Lack of sufficient funding means that Seaska is constantly looking for further financial assistance.

administration

There are four administrative levels in France: state, region, *département* and local community. At state level the Ministry of Education has almost total control over educational matters, such as defining the educational guidelines and curricula, the approval of diplomas, and recruitment, training and administration of staff. The State also produces regulations on questions of management and supervision with which the majority of private schools are also required to comply. Through the decentralization laws of 1982 the French tradition of Parisian presence everywhere in the education system changed and the role of the regions, *départements* and local communities somewhat increased. Nowadays, the regions are responsible for building and maintaining the premises of upper secondary schools (*lycées*) and institutes for vocational training. *Départements* have the same responsibility for schools for

lower secondary education (*collèges*). Local communities or town councils are responsible for primary schools.

académies

A particular characteristic of the French educational system are the administrative units of education (*académies*). The 28 units roughly correspond to the 22 regions of France. Each *académie* is headed by a director (*recteur*) who represents the Ministry of Education and who is responsible for the management of primary and secondary schools and for the enforcement of national regulations within the territory of the *académie*.
The entire Iparralde forms part of the *Académie* of Bordeaux, which covers the whole of Aquitania. In the territory of the *académie* Basque is not the only regional language, the other one is Occitan.

inspection

The General Inspectorate assesses the school curriculum, the exams and the competitive higher examinations in the name of the Ministry. General Inspectors are appointed by school subject or by administrative service.
At the level of the *académie* the director is supported by Regional Pedagogic Inspectors, who are more specifically charged with assessing the teaching at secondary schools. In each *département*, an inspector of the *académie* applies the ministerial and rectorial directives and manages more particularly primary school education and these inspectors are in charge of the assessment of primary school and lower secondary teachers. They are assisted by pedagogical counsellors. Since 1994 the *Académie* of Bordeaux employs a full time counsellor for regional languages and cultures to help the inspector of the Pyrénées-Atlantiques *département*. The counsellor has competence in Occitan, and his deputy assists in specific Basque affairs.

voluntary support

Besides the official framework, there are voluntary associations, promoting the teaching of regional languages. The Seaska association has been mentioned earlier.

Ikas-bi (which means: learning two) brings together parents of children in public education who receive bilingual education. The aims of Ikas-bi include the creation of positive awareness with the parents about the Basque language and the setting up of bilingual sections in public education. Ikas-bi works actively toward the realization of these aims and has frequent contacts with other associations in several language communities throughout France and abroad. There is also an organization which links parents of children in bilingual sections of confessional schools, called *Euskal Haziak*, which works along the same lines. The organization *Ikas* collects the teachers of Basque, and aims at creating good conditions for the teaching of Basque, organizing monthly meetings in a teacher training college in Eskoriatze (in the Basque Autonomous Community). The meetings promote contacts between Basque teachers of the two communities and facilitate exchanges of teaching methods. Ikas has set up a centre for educational information in Ustaritz where teachers from the Iparralde may consult teaching material, supplied by, among others, the Government of the Basque Autonomous Community. It is also intended that Ikas should publish learning materials. The Basque Cultural Institute in Ustaritze is set up to promote the Basque language through the publication of literary works, theatre, youth magazines etc., but has no primary responsibility over educational matters.

2 Pre-school education

target group

Education Nationale finances schooling for 2 to 6 years old toddlers, either in *classes enfantines* within the primary school, or in separate nursery schools, *écoles maternelles*. Pre-primary schooling is optional in France, but 99.6 % of the children aged three attend such pre-primary schools. The schools are divided in three sections. Currently most pre-primary schools are merged with the elementary schools into primary education.

legislation

The framework law on education of 10 July 1989 states that every child at the age of three should be admitted to a nursery school near to his/her home. In rural areas there are peripatetic teachers to cater for the minimum number of pupils. Teaching is being done for some 26 hours per week. According to the law teachers at pre-primary level receive the same training as teachers in primary schools.

language use

As schools with the highest Basque presence, *ikastola* preprimaries have appeared practising the method of linguistic immersion, since 1969. In these pre-primary schools *(ama eskola)* all activities are carried out in Basque.
A less demanding place for Basque is in bilingual public and catholic schools where teaching is being carried out half of the time in French and half in Basque, depending upon the subject. The pre-reading activities are carried out in French, those used to prepare for mathematics in Basque.
However, still in some 80 % of the preprimary sections in Iparralde only French is used. There are children who get some form of sensibilization of Basque here, but this is quite a marginal phenomenon.

statistics

In 1996 there were 18 preprimary *ikastola* schools, with 527[6] pupils. The growth of these schools can be seen in table at p. 21. In 1992-93 there were 501 children who received some lessons of Basque in public preschool education. There were 27 bilingual sections at preprimary schools catering for 847 children[7] within the system of public education, while the number of pupils at private, confessional schools was 305[8].

instruction material

Instruction material in Basque is prepared mainly by the teachers, but some associations or private organizations produce and distribute such materials, e.g. an audio-visual method. Teaching material for the *ikastolas* is being developed and purchased by Seaska itself, sometimes in collaboration with *ikastolas* in Hegoalde.

3 Elementary education

target group

Since 1995, the programmes for preprimary and elementary schools have been integrated in the new primary school, consisting of three learning cycles. The first two years make up the first learning cycle. Then, starting with the last year of preprimary school up to the second grade of elementary school, the basic learning cycle, and the last three years of primary school form the consolidation cycle. In the first of these learning cycles stress is put on general development and discovery. In the second one main focus is language acquisition. In the third cycle the various subjects are taught to prepare pupils for access to *collège*.

legislation

Primary education is governed by the framework law on education of 10 July 1989 and by decree no. 90-788 of 6 September 1990 which establishes its organization and functioning. Primary school attendance is free of charge and allows pupils to make use of and develop their cognitive and sensitive skills in manual, physical and artistic activities. The elementary school comprises five classes with 24-26 hours of teaching per week. National curricula are being established only for compulsory subjects.

language use

Categorization according to language use corresponds globally to the models used in Hegoalde[9], but the categories are less static. The most Basque schools, *ikastola* schools, where Basque is present almost everywhere, also in outdoor activities (cf. model D). There are also public and private schools which have bilingual streams (cf. model B). In some schools Basque is taught as a subject (similar to model A). As stated above with pre-primary education, most schools use French only.

Basque as a subject

In Iparralde elementary schools are allowed carry out teaching of Basque. The *ikastolas* teach most Basque per week, up to the same level as French (3-9 hours). In bilingual schools the

amount of Basque as a subject is at least one hour per week, but as the language is also used in other subjects, this amount is much higher in practice.
Since the seventies there are also schools where Basque is offered only as a subject, for 3 hours per week. It should be noted that this does not have the aim of developing bilingualism in the children. As the teaching of Basque remains quite isolated where it is only taught as a subject, it only functions to create a certain awareness of the language. Since 1992 this possibility has been suppressed for catholic primary schools.

Basque as a medium of instruction

The *ikastola* primary schools have mainly Basque as a medium of instruction, and French is introduced at the age of 7 for three hours per week, steadily increasing to 9 hours at the end of primary schooling. It is the aim of *ikastola* schools to develop a balanced bilingualism at the end of primary education. At the *ikastolas* there is special attention for geography and history of the Basque Country. Most of the immersion schools are situated in the coastal Lapurdi/Labourd area, where the level of basquization is lower than in the mountain areas. Children can attend either French language *collèges* or the *ikastola collège* after finishing *ikastola* primary school.
Bilingual education is offered at Basque medium streams at public and catholic primary schools. In public bilingual streams Basque is used for 12 hours per week, which equals almost half of the teaching time: for mathematics (6 hrs/week), geography (1), sciences (2), physical education (1), the Basque language itself (1) and partly with arts (1). With bilingual streams the classes normally split: the pupils in the French language section remain with the same teacher, those in the bilingual section are taught by a Basque teacher. With bilingual streams at catholic schools analogous teaching schemes are used, but the choice of the teaching language for each subject lies more with the teacher.
An interesting phenomenon is the *stage intensif*, organized by both Ikas-bi and Euskal Haziak. During the summer children

from the bilingual streams visit a centre to carry out games and tours in a completely Basque speaking village, resp. Azkarate/Ascarat or Arrangoitze/Arcangues. Outdoor activities make the children aware of their cultural environment and the language closely fits in the setting with the village people who speak only Basque. In the *stage intensif* it also helps communication with peers participating from all over the Basque country. Moreover, during the school year, whole classes are transferred into these centres and they follow a more traditional Basque immersion scheme during 3-5 days. The number of children accommodated in this way is some 800 per year in the centre of Ikas-bi.

instruction material

Instruction material is developed by the individual associations, with the help of their teaching staff: Seaska has a long tradition, but also the bilingual schools develop material for several subjects (e.g. "Bat, bi, hiru" a mathematics course , developed by Ikas-bi). Ikas should be seen as an overall publisher who is responsible for making material available for all three categories of schools. The quantity of learning material from the Hegoalde is limited as the curricula are too different to import material without adaptation. Pedagogical magazines have a growing influence, such as "Xirrixta", the monthly magazine in Basque, first published in 1992 (as an adaptation of the French magazine "Toboggan") for the age group of 4-8 years. It is funded and published by the Basque Cultural Institute. There are 2,000 subscribers throughout Iparralde and its success encouraged the realization of a new magazine "Kometa" for the age group starting at 7 (an adaptation of the French magazine "Diabolo") launched in the course of October 1996.

statistics

There are 13 Seaska-run Basque primary schools, of the *ikastola* type with about 637 pupils and 97 teachers[10]. Today there are 29 schools with bilingual sections in public education with about 50 teachers. The number of pupils attending those classes is 900[11]. Some 48 % of the pupils at schools where a

bilingual education is offered, opt for this possibility. In total, some 30% of all pupils in Iparralde opt for the bilingual streams.
In 1993-94 there were 16 confessional schools with bilingual programmes, catering for some 300 pupils[12].
According to Sarpoulet[13], as to the schools which teach Basque only as a subject, there are 11 itinerant teachers who ensure this teaching in some 65 public primary schools. It seems not to be easy to find how many pupils are involved in this form of education. Oregi (1997) mentions a figure of 380 pupils for 1993-94, and this number tends to decline, esp. where bilingual sections are set up.

4 Secondary education

structure

Secondary education is divided into two levels. The lower level, or *collège* has four grades for the 12 to 15 year-olds and is compulsory for everyone. It gives access to either vocational education, or *lycée*. In the last year of *collège* pupils can choose between a humanities or a technical direction. The *lycées* (for the 16 to 18 years-old) form the upper level of secondary education.

legislation

With the law of 11 July 1975 *collèges* were created enabling a preparation of a general nature within compulsory education. They have the status of local public institutions. The weekly teaching is some 22-28 hours per week. The *lycées* are non-compulsory secondary schools leading towards a *baccalauréat* and they give admission to higher education. Weekly teaching time is between 29.5 and 31.5 hours per week. There is an official measure in which the choice of a regional language for the *baccalauréat* is worked out[14].

Basque as a subject

Basque may be chosen as a second or third modern language or as an optional subject. Teaching time is generally at least three

hours in *collège* and 2.5 hours in *lycée.* Since 1995 pupils can choose in which dialect of Basque they want to do their *baccalauréat* : Navarro-Souletin, Labourdin or *euskara batua* (unified Basque) .
It is interesting to observe the level of competence in Basque of those who pass the *baccalauréat* exams. This is considerably higher than the level of Occitan by pupils who follow Occitan lessons. The reason for this may be that students who attend the *ikastola* schools influence the Basque figures positively. Such schools do not exist at secondary level for Occitan.

Basque as a medium of instruction

The *ikastola collège* "Xalvador" in Kanbo/Cambo offers Basque as a vehicular language for various subjects (mathematics, sciences, history) according to a programme and schedule required by the *Education Nationale*. In bilingual streams at *collège* 15 hours are taught through French and 12 hours through Basque per week, with a different teacher for each language and with some important subjects taught in Basque (like history and geography). The quantity of teaching through Basque is roughly the same in private and public schools. Since 1997 the *baccalauréat* for history and geography can also be written in Basque.

statistics

At the *ikastola collège* 282 pupils were registered in 1996-97[15]. and the *ikastola lycée* "Bernat Etxepare" in Baiona has 69 students.
Among the private *collèges* 3 offer a bilingual education programme, which had 57 pupils in 1995. Four public *collèges* offer bilingual education programmes and these involved 193 pupils and 6 teachers in the same year. There are two public *lycées* "Ravel" in Donibani Lohitzun/Saint-Jean-de-Luz, and in Baiona/Bayonne with bilingual sections. At these sections the enrolment is 35 students
A number of 15 public *collèges* include Basque language as an option, and they catered for 838 pupils in 1995; and 7 private confessional *collèges* include Basque as an option for 472

pupils. As to upper secondary education, the number of institutes where Basque is taught as a subject is 5 private and 6 public *lycées*. The number of students passing the *baccalauréat* in Basque went down in the period of 1982-87 but is increasing since 1991. In 1995 some 170 students chose Basque as a subject for their *baccalauréat*.
To relate the above figures to the total of secondary institutions, the following figures, quoted from Sarpoulet (1996), may be indicative, when we take into account that in the *département* Pyrénées-Atlantiques the teaching of regional languages can be Basque (in Iparralde) or Occitan (in Béarn): 50 % of all public *collèges* in the *département* offer regional languages as a subject (a second or third Modern Language), and 19% of the private *collèges* do so. 87.5% of all public *lycées* in the *département* offer regional languages as an optional subject, and 45% of the private ones. The percentage of students choosing a regional language (either Occitan or Basque in Aquitania) as a third modern language is around 17 %. The total number of teachers of Basque in the entire secondary education level is 45.

financing

Schools at this level have three options to finance the teaching of regional languages:

- to attract extra staffing (normally by contract, dependent upon demand of students);
- to make available extra hours by regular competent staff;
- to demand extra funding for school staff, to be borne by the *département* or the Rectorat.

Especially the last way of financing has increased over the last years.

5 Vocational education

structure

At secondary level there are some vocational streams, at *lycées*, which lead to a certificate of professional aptitude. Since 1987

the vocational *lycées* may also grant a vocational or agricultural *baccalauréat*. Education at this level includes a number of general subjects (half the teaching time). The other half is used to teach professional skills.
After the *baccalauréat*, a student can continue towards higher vocational and technological education in order to prepare in two years time for the certificate of advanced technician. Preparation for this certificate can be done at an apprenticeship training centre with the cooperation of employers who offer training on the job. Full responsibility for vocational education now lies with the regional authorities.

statistics

We have no figures about the extension of technical and vocational education in Iparralde.

language use

The teaching of a regional language is optional in the *Classes Préparatoires aux Grandes Ecoles* (which prepare the access to Special State Institutes for Engineers or the Civil Service and to the Brevet of Higher Technological or Vocational Technicians). To our knowledge there are no such classes where Basque is offered in Iparralde.

6 Higher education

structure

Universities, University Institutes of Technology and the Special State Higher Institutes (*Grandes Ecoles*) make up higher education in France. Applicants must hold a *baccalauréat*. Students pay a certain fee, but can apply for financial assistance by the state. The first two years of university training consist of a basic programme, concluded by a General Diploma of University studies (DEUG), the *licence* takes one more year, while the *maîtrise* exam can be done after four years of university studies.

universities

Teaching of Basque is provided by the departments of Basque at the universities of Bordeaux (since 1948), Toulouse and Pau (since 1966) which are all situated outside Iparralde. Of course, the University of the Basque Country situated in Bilbo/Bilbao, Gasteiz/Vitoria and Donostia/San Sebastian also offers this teaching. Furthermore, several other foreign universities in the world where Basque is taught and esp. the Basque department at the university of Reno, Nevada (USA) is well-known.
Since 1986, students can also prepare for the DEUG of Basque in Baiona at the *département d'études Basques.* The same department also caters for the *licence* and *maîtrise* and the *doctorat* (Ph.D) levels. The study of Basque includes subjects as Basque civilisation, language and literature as well as other modern languages.

teacher training

Since 1991, the training of teachers for both primary and secondary levels has been provided by university institutes for the training of teachers (IUFM). These are linked to the universities. They prepare the future teachers in two years time. Candidates must have completed three years of post-secondary education before getting access to an IUFM. The only one in the territory of the *Académie* of Bordeaux is the IUFM in Bordeaux.

primary level

In order to be appointed as a teacher at primary level, one has to pass several tests. Some of these tests are optional, such as the test on regional languages. A serious complaint is that there is no facility to prepare for the exam of regional languages during teacher training. This specific training for primary school teachers should be offered at IUFM starting 1997 according to the Bayrou memorandum.
In-service training courses are organised in the "*Département* Plan for the in-service training of Teachers". In the case of Basque in Iparralde this is the only training carried out through the medium of Basque. Generally speaking, there is a great lack of teachers able to teach several subjects through the medium of Basque. In the meantime, teachers at bilingual sections and

peripatetic teachers at primary schools normally hold a DEUG of Basque before entering at the IUFM.

secondary level

Since 1993 secondary teachers of Basque have been appointed by the *Académie* of Bordeaux. The CAPES (certificate of aptitude for teaching at secondary level) for the subject of Basque can be prepared at IUFM Aquitaine, after a student has obtained a university degree in Basque. Aspirant teachers can sit for this exam after one year of attendance at the IUFM. Especially those teaching history or geography at bilingual secondary schools through Basque should hold a *licence* and a CAPES in Basque alongside a qualification in their main subject.
As to the in-service training, there are training courses, mostly in summer for teachers at *collèges* and *lycées* organized by a committee which depends upon the *Académie*. Every year a two weeks course on regional languages is included. The contents of these training sessions are decided by the teachers themselves. The former catholic *Centre Pédagogique Régional* in Toulouse had specific attention for regional languages, but now all teachers are trained at the IUFM. This holds true also for the Seaska teacher training, which is now being carried out by the IUFM. Normally teachers who wish to teach in *ikastolas* have completed a *licence* in Basque and get their practical training in *ikastola* schools as well. The Summer University organizes courses for all adults. Special one-week courses are set up at the University campus in Baiona to assist teachers, esp. those teaching in the bilingual education sections.
At secondary *ikastola* schools the minimum requirement is a *licence* with perfect competence in Basque. Teachers are being appointed by Seaska. In the framework of the agreement between Seaska and *Education Nationale*, the costs for training of teachers at *ikastolas* are borne by the State.

statistics

Many students from Iparralde, some 5,000, follow their university training outside the area. The number of students

studying Basque language and literature in Baiona is about 100. In the 1994-95 session there were three students preparing for the Basque CAPES exam.

7 Adult education

Adult education is mainly based on private initiatives, sometimes integrated in programmes of community based activities. The Basque association AEK[16], is in charge of the process of creating a higher awareness for the Basque language in all seven Basque provinces. The courses are open to native Basque speakers who wish to perfect their ability in communicating through their mother tongue, and also to non-Basque speaking persons who wish to learn the language of the area they live in.

Starting from 1981, evening classes or *gau eskola* have known a good deal of success. In 1995-96, there were 97 teachers catering for 1,135 adults enrolled in all three levels in 24 towns throughout Iparralde. There are also special courses at the professional level and summer schools, which normally take up 14 days. In the area where frenchification has taken place more fiercely, the coastal area, AEK has encountered most favourable opinions towards the basquization process, esp. among the persons aged 20-40[17]. The most important aim of AEK is to create surroundings where Basque is a normal means of communication. The organization is not only active within Iparralde but also in Pau, in Bordeaux and in Paris, altogether with about 219 people following evening classes in 1996-97. Teachers at *gau eskola* work on a voluntary basis for some 4-6 hours per week. Lack of sufficient advanced training makes that most teachers teach at the beginners level.

As these courses pose a heavy burden upon AEK, the organization is very active to raise funds: annually it organizes

a huge popular relay race, *Korrika,* where people jog during 9 days and 9 nights all over the seven Basque provinces. In spite of the enormous success of the *Korrika* as well as festivities at the end of the year, called *Aekantuz*, AEK still has to face serious financial problems.

In 1973, AEK organized the first Basque Summer University *(Udako Euskal Unibertsitatea)* in Baiona which contributed to more and more people attending the courses in Iparralde.

8 Educational research

research

Measures in favour of the teaching of regional languages have been taken only recently, so a structured and coordinated research about this teaching has not been carried out yet. However, some preliminary research as to primary schooling should be mentioned: Jauréguiberry (1993) presented the history, evolution and organization of Basque teaching at primary schools, containing a lot of statistical material. His survey also focusses on the success of the introduction of Basque teaching in (pre)primary schools.

Various other reports and studies have been written about Basque at schools, but these are mostly seen from the perspective of the Basque Autonomous Community where there are different educational parameters. The SIADECO sociolinguistic report (1989) mentions that one of the biggest paradoxes is presented by the fact the higher the language competence of speakers is, the lower their involvement.

9 Prospects

The Federation of Basque Cultural Associations (*Pizkundea*) proposed, together with others, the establishment of a bilingual

autonomous University in close cooperation with the existing Basque universities in the Basque Autonomous Country and in Navarre. As to teacher training, it is highly regretted that the IUFM Aquitaine has not taken up its responsibility as to the training of Basque - although this is foreseen in official texts[18]. Among others, Ikas-bi has a range of plans for the future, such as the setting up of similar department for teaching of regional languages at the IUFM Aquitaine (Action 102).

Another plan (Action 110) foresees the harmonization of models of bilingual education to those which are common in the Basque Autonomous Community. Furthermore new immersion schools should be set up; new possibilities for bilingual streams should be created, so that the level of those choosing for Basque medium teaching should rise with some 8 % to 40 % of the pupils; and to prepare the training for some 250 primary school teachers by the end of 2004 who might be able to teach Basque as a subject.

Teachers at secondary schools of subjects other than Basque, should all get at least some form of sensibilization for the language. It is hoped that the good will at the *académie* to make teaching posts available for regional languages will continue. Educational material needs to be kept up to date, and it should be noticed that attractive modern materials help keeping up the image of a living modern language. Adaptations from the Hegoalde should be encouraged.

10 Summary statistics

Enrolment figures in *ikastola* schools

	Number of pupils				
	nursery	elementary	collège	lycée	total
1973-1974	175	-	-	-	175
1978-1979	317	91	-	-	408
1983-1984	393	257	45	-	695
1988-1989	374	358	98	9	830
1993-1994	511	494	218	63	1257
1996-1997	527	637	282	69	1515

Source: *Seaska brochure*

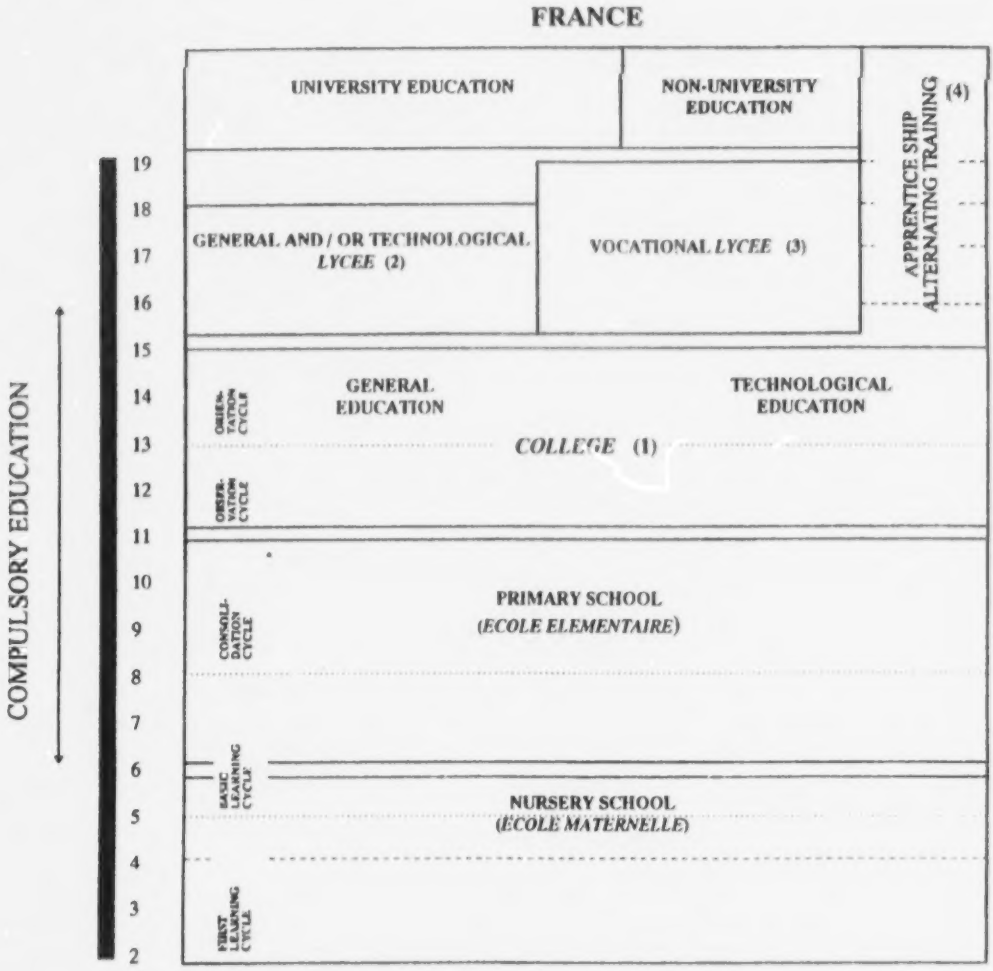
	enrolment figures bilingual primary education			
	public		private (catholic)	
	nursery	elementary	nursery	elementary
1983-1984	40	6	--	--
1989-1990[19]	544	257	172	58
1992-1993	686	503	305	220
1996-1997	847	900	305	300 (?)

Source: *Jauréguiberry, p. 18.*

Number of pupils choosing Basque as a subject in University Education[20]

DEUG First year:	20
DEUG Second year:	20
Licence	15
Maîtrise	3

Education system in France, from: *Structures of the Education*



1.The *Collège* provides general education at lower secondary level leading to a national certificate (*Brevet*). The orientation cycle includes both general and technological education.

2.The general and/or technological *Lycée* provides upper secondary education leading to higher education or employment. Pupils prepare for the general *Baccalauréat*, which usually leads to higher education, the technological *Baccalauréat* (*B.Tn*), which leads either to employment or to higher education, or the technical certificate (*brevet de technicien, BT*), which generally leads to employment. The preparatory classes for the *grandes écoles* (*classes préparatoires aux grandes écoles, CPGA*) and the higher technical sections (*sections de techniciens supérieurs, STS*) in *Lycées* provide post-*Baccalauréat* training.

3.The vocational *Lycée* is an institution of secondary education providing young people with general technological and vocational training. It leads after two years to the vocational aptitude certificate (*certificat d'aptitude professionnelle, CAP*) or the vocational studies certificate (*brevet d'études professionnelles, BEP*), and, after two additional years, to the vocational *Baccalauréat*.

4.These courses can be entered between the age of 16 and 25. Apprenticeship training lasts two years. Alternating training: qualification contracts last six months minimum, 24 months maximum; adaptation contracts last six months minimum; and guidance contracts last from three to six months.

..... = division in the level / type of education

- - - - - = alternative beginning or end of level / type of education

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Notes

1 Source: European charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens 148.

2 This document called "*Structures of the education and initial training systems in the European Union*" has been prepared jointly by EURYDICE and CEDEFOP. Website: (partly also in French) http://www.eurydice.org. Tel.: +32-2-238 3011; Fax. +32-2-230 6562. Address: EURYDICE European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium.

3 See for historical development of the theories around the Basque language: Intxausti, p. 136 sqq.

4 Figures about speakers, which refer to first language speakers and bilinguals, see Siadeco.

5 Source: *Structures*. In this document details about the educational system in France are not mentioned. See also entry on France in the International Encyclopedia of Education (2nd ed.) of Húsen & Postlethwaite, 1994.

6 Source: brochure Seaska 1996-97, containing lists of Ikastolas, a history, aims of the Seaska organization, orientations and some proposals for the future.

7 Ikas-bi figures 1996-97. These figures are listed in unpublished documents.

8 Jauréguiberry, p.18.

9 The classification of models as the position of Basque in Hegoalde is: X (no Basque at all), A (only the subject Basque through Basque), B (half the teaching time through Basque), D (every subject, except Spanish, viz. French through Basque).

10 Oral communication by Seaska secretariat 12.10.97. Included are part-time assignments.

11 Source: Ikas-bi figures; Jauréguiberry, p.18 mentions 503 pupils in 29 schools (referring to 1992-93).

12 Estimates. Jauréguiberry, p. 40 mentions 13 schools with 220 pupils (referring to 1992).

13 Sarpoulet, p. 150. This figure includes those at preprimary sections. Jauréguiberry, p.16 gives a number of 974 primary schools in 1992-93.

14 Published in *Bulletin Officiel de l'Education Nationale* n. 28 of 14 July 1994 and the special edition n. 10 of 28 July 1994.

15 Source: brochure Seaska.

16 An acronym meaning coordination of literacy training in Basque.

17 See: Siadeco.

18 See: Bayrou circular.

19 This year is chosen, as there are no figures for bilingual elemantry education in 1988-89.

20 At the Department of Basque Studies in Baiona (1995-96)

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main official texts regulating teaching of regional languages and cultures

Deixonne Law (51-46 of 11.1.51) allows optional courses of one hour per week at pre-primary and primary and secondary levels, depending upon the will of teachers and parents.

Directive 66-361 of October 21st, 1966: Academic Commissions for Regional Languages and Cultures.

Haby Law (75-620 of 11.7.75) art. 12 states that teaching of regional or minority languages may be done throughout school career.

Circulaire Savary (76-123 of 29-3-76) Circular allowing to employ pedagogic advisers for regional/minority language teaching starting from 1982 (circular 82-261).

Circulaire Bayrou n. 95.086 (7/4/95) determines the regulations which make regional languages teaching official.

Decree 85-88 of January 22nd, 1985: Primary school teachers in regional languages and cultures.

Directive 96-134 of May 14th, 1986: Formation of primary school teachers.

Departmental order of April 15th, 1988: Programmes.

Departmental order of June 23rd, 1994: Regional language for the Brevet des Collèges.

Addresses

publishers

Ikas
37 rue Pannecau
64100 Baiona
tel.: +33-5-59256426
fax: +33-5-59594559

ministry of National Education

Académie de Bordeaux
5, rue J. de Carayon Latour BP 935
33060 Bordeaux Cedex 01
tel.: +33-5-57573800
fax: +33-5-56962942

General Inspector for Regional Languages and Cultures: M. Salles-Loustau

Chargé de mission chargé d'inspection auprès des Recteurs pour les Langues et Cultures Régionales: Bordeaux et Limoges: M. Sarpoulet

Département Inter-Universitaire d'Etudes Basques
29, cours Comte de Cabarrus
64100 Baiona/Bayonne
tel.: +33-5-59525000
fax: +33-5-59530777

cultural centres and associations

Institut Culturel Basque (I.C.B)
Château Lota
Chemin Sorguin Téguia
64480 Ustaritz
tel.: +33-5-59932525
fax: +33-5-59930684

Seaska Association
Pontots bidea
64100 Baiona/Bayonne Cedex 1
tel.: +33-5-59524924
fax: +33-5-59310095

Ikas-Bi Association
Boîte Postale 221
64502 Saint-Jean de Luz
tel.: +33-5-59266060
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